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ABSTRACT

An annotated bibliography citing recent and recent-past research from 1983 to 1988 on the subject of ethics and higher education is presented. The publications listed in the bibliography were selected from the ERIC database in an attempt to describe some of the literature published during the past 5 years that may be of interest to educators and philosophers concerned with the issues of ethics and higher education. It offers a small sample of literature available on the subject and is by no means complete, but it may serve as a point of departure for those wishing to explore the topic. A total of 47 references are cited. (SM)

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ETHICS AND HIGHER EDUCATION

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ETHICS AND HIGHER EDUCATION

Many of us have noted the resurgence of interest and concern for ethical values in our society. Words like "fairness," "honesty," "integrity," "sincerity," and "honor" permeate conversation today and are grist for authors, philosophers, educators, and others.

Our country's leaders speak of the need for an ethical code in government, and the professions are reexamining their individual codes of ethics. Medical ethics are a matter of deep concern since biochemical advances have disturbed traditionally accepted values of professional conduct. Business, too, is looking more carefully at corporate behavior. Since September, 1988, the Harvard Business School has required a course in corporate ethics.

President Derek Bok of Harvard University, in his annual report for 1986-87, discussed the absence of value and moral definition in the university's curriculum and the emphasis since World War II on "conveying knowledge and imparting skills, leaving students to fashion their own beliefs and commitments amid the multiple distractions of campus life." In his report he emphasized, as a priority for educators, the matter of ethics in higher education.

What role should higher education take in this area? Beyond establishing its own code of ethics for the academic

community, does higher education have a deeper responsibility? Should higher education work towards synthesizing the various moral principles that redound in our society, striving toward common acceptance? Or, does higher education have a responsibility to make explicit those principles of behavior that seem to work in a society that continues to grow more multicultural and diverse?

Much has been written in the past about morality and ethics. Aristotle and Plato awakened our understanding of ethics; perhaps it is time for today's educators and philosophers to remind us.

The foregoing raises some specific questions and invites you to ponder others. This bibliography cites some of the recent and recent-past research in the hopes that it will aid you in pursuing this subject.

The publications listed in this bibliography were selected from the ERIC data base in an attempt to describe some of the literature published during the past five years that may be of interest to educators and philosophers concerned with the issues of ethics and higher education. This bibliography provides a small sample of literature available on this subject and is by no means complete, but it may serve as a point of departure for those wishing to explore this topic.

Doris H. Christo

Baca, M. Carlota, Ed.; Stein, Ronald H., Ed. "Ethical Principles, Practices, and Problems in Higher Education." 1983 Charles C. Thomas, 2600 South First St., Springfield, IL 62717. 272 pp.

Eighteen professionals analyze the ethical principles, practices, and problems in institutions of higher learning by examining the major issues facing higher education today. Focusing on ethical standards and judgments that affect decision-making and problem-solving, the contributors review the rights and responsibilities of academic freedom, ethical responsibility of faculty, and the teaching of ethics. They consider declining enrollments, problems in international higher education, implications of ex-offenders in college, and ethics in college athletics. The use of computers, faculty conflicts of interest, impacts of industry and technology, collective bargaining, and ethical suspicions of faculty and administration also receive in-depth examination. Appended are: the 1976 Recommended Institutional Regulations on Academic Freedom and Tenure of the American Association of University Professors (AAUP); the AAUP Statement on Professional Ethics; Professional Standards for Administrators of the American Association of University Administrators; and a Code of Ethics for the Professionals at SUNY/Buffalo adopted by the Professional Staff Senate of the State University of New York at Buffalo.

Bebeau, Muriel J. "Teaching Ethics in Dentistry." Journal of Dental Education, April, 1985, Vol. 49, No. 4, pp. 236-43.

A curriculum project to help dental students identify, reason about, and resolve ethical problems applied moral development theory to professional education, an approach not previously used.

Camenisch, Paul F. "Goals of Applied Ethics Courses." Journal of Higher Education, September-October 1986, Vol. 57, No. 5, pp. 493-509.

Goals of applied ethics courses are examined in relation to the stimuli for initiating such courses, the setting in which they are offered, and the nature of moral agency and development. A typology of possible goals is offered, and current testing methods are discussed.

Carr, David. "Moral Philosophy and Psychology in Progressive and Traditional Educational Thought. Journal of Philosophy of Education; Vol. 18 No. 1 p. 41-53 1984.

The difference between Homer Lane's and A. S. Neill's progressive approach and R>S> Peter's traditional approach to moral education is examined. For Lane and Neill the sources of morality are in positive feeling upon which a rational moral principle is superimposed; for Peter's altruistic sentiment is directed by intellect and understanding.

Carroll, Mary Ann. "A philosophical Perspective on Teaching Ethics to Undergraduate Psychology Majors. Psychological Association (94th, Washington, DC, August 22-26, 1986).

The disadvantages of trying to deal with ethical issues as they arise in relevant undergraduate courses are outweighed by the advantages of devoting an entire course to such issues. Undergraduate students typically oversimplify moral problems and they also tend to have difficulty articulating their reasons for making the moral judgements that they make. Therefore they need to develop the skills of: (1) thinking carefully about those facts of a case that have direct bearing on a moral judgment; (2) learning to ask relevant questions; (3) articulating the basis for their ethical decisions; and (4) testing those decisions for consistency. But students cannot adequately develop such skills while at the same time trying to learn all the necessary factual content of a particular area in psychology; hence a separate course devoted to moral reasoning is necessary. The best method of helping students develop these skills is to take a case studies approach, using cases that are directly relevant to psychology. In doing so, students will not only be forced to think about some moral problems that a psychologist must often face but they will also be introduced to theoretical and conceptual considerations. (An illustration of this method is provided.)

Cavers, David F. "Signs of Progress: Legal Education, 1982." Journal of Legal Education, March, 1983, Vol. 33, No. 1, pp. 33-47.

Four areas of recent criticism in legal education, in which changes have been occurring, are discussed: development of skills for legal practice, ethics and professional responsibility, declines in student performance after the first year, and anti-intellectualism.

Collier, Gerald. "Higher Education and the Critique of Values." Journal of Moral Education, January 1988, Vol. 17, No. 1., pp. 21-26.

Argues that contemporary world problems involve intractable questions of values and value priorities. Presents supporting material from four sources and considers the challenges posed to higher education. States that teaching must evoke a personal response from students so that they may deal with questions of values.

Cox, Harvey G. "Moral Reasoning and the Humanities." Liberal Education, Fall, 1985, Vol. 71, No. 3, pp. 195-203.

Interprets the humanities as a rich and essential resource for understanding and making human choices in the real late twentieth century world.

Dalton, James H. "Discussing Ethical Issues in Practicum Courses." Teaching of Psychology, October, 1984, Vol. 11, No. 3, pp. 186-88.

A field work, internship, or practicum course, by virtue of its emphasis on practical decisions and interventions, is perhaps more directly concerned with values and ethical issues than any other course in the undergraduate psychology curriculum. Methods and resources for facilitating discussion of ethical issues are discussed.

DeLoughry, Thomas J. "Failure of Colleges to Teach Computer Ethics is Called Oversight with Potentially Catastrophic Consequences." Chronicle of Higher Education, February 24, 1988, Vol. 34, No. 24, pp. A15-18.

The little attention given to ethics and ethical behavior in computer science is seen as part of a larger problem, student ignorance of the profession.

Diorio, Joseph A. "The Decline of History as a Tool of Moral Training." History of Education Quarterly, Spring-Summer, 1985, Vol. 25, No. 1-2, pp. 71-101.

A century ago history was seen as one of the school subjects conducive to the moral training of young people, and it held an important position in the curriculum. Why the importance of history declined precisely at a time when interest in a moral education continued to run high is discussed.

Eble, Kenneth E. "Teaching's Highest Aims." Academe, March-April, 1984, Vol. 70, No. 1, pp. 10-16.

College teaching's goals are discussed in the context of four categories of higher education objectives: development of a highly educated citizenry; (2) expansion of knowledge for practical ends; (3) fostering of the arts, sciences, and humanities; and (4) integration of education with moral and ethical development.

Eisele, Thomas D. "Must Virtue be Taught?" Journal of Legal Education, December, 1987, Vol. 37, No. 4, pp. 495-508.

The issue of the teachability of virtue is misrepresented by our traditional understanding of Plato's and Socrates' inquiry. Virtue not only can be taught, it must be taught.

Fass, Richard A. "By Honor Bound: Encouraging Academic Honesty." Educational Record, Fall 1986, Vol. 67, No. 4, pp. 32-36.

Argues that colleges and universities should aggressively review and enforce their policies on academic dishonesty. Education about the importance of ethical academic behavior must be part of the institutional agenda from the moment students are accepted.

Gardner, Peter. "Defending Moral Education." Journal of Moral Education, May, 1984, Vol. 13, No. 2, pp. 75-82.

Moral education is often criticized on the strength of premises, such as the relativity of morals. It is argued that the most powerful and effective response to such criticisms of moral education, which stem from certain meta-ethical foundations, is to draw attention to the inconsistencies of those criticisms.

Garland, Michael J. "Integrating Cost Awareness with Ethics in the Undergraduate Medical Curriculum." Journal of Medical Education, January, 1985, Vol. 60, No. 1, pp. 44-52.

A program integrating cost awareness - a perspective balancing the physician's ethical obligations to individual patients with duties to the society that pays medical costs - into major required course of the four-year medical curriculum addresses the social aspects of medical care, patient care strategy, resource utilization, and the legal system and professional ethics.

Golen, Steven et al. "How to Teach Ethics in a Basic Business Communication Class." Journal of Business Communication, Winter, 1985, Vol. 22, No. 1, pp. 75-83.

Includes theory and principles, basic guidelines, suggested teaching unit, classroom activities, annotated list of files, and a bibliography.

Greenberg, Karen. "The Issue of Teaching Ethics in the Introductory Speech Course. Paper presented at the Annual Meeting of the Eastern Communication Association (77th, Atlantic City, NJ, April 30-May 3, 1986).

An introductory speech communication course should contain a unit on communication ethics so that students learn ethical standards and how they should be applied in creating and delivering a message or responding to a message.

Halpern, Jeanne W. "Babbitt's Brothers & Sisters: Raising Ethical Issues in Business Literature." Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).

A college-level course in business literature is an ideal place to raise and discuss ethical issues. To be successful, a teacher of this course must engage student interest, help the students articulate and understand their own ethical attitudes, clarify the stance and artistry of the author, and refine student responses to ethical questions. When dealing with books such as "Iacocca: An Autobiography," Benjamin Franklin's "Autobiography," "The Rise of Silas Lapham," "A Cool Million," "Death of a Salesman," "The Pit," "Babbitt," "The Man in the Gray Flannel Suit," and "The Soul of a New Machine," the questions that consistently engaged student interest were: (1) "How will I balance my dedication to building a career with my responsibility to a family?" (2) "What should I do when my personal values conflict with the accepted practices of business or industry?" and (3) "What happens when the traditional American image of success does not work for me and others like me?" Ideas for teaching about ethics in business literature can be applied to other courses such as technical or business writing classes, or other literature courses, especially classes with a diverse, career-oriented clientele.

Harriott, J.F.X., Ed. "Television Broadcasting and Ethics", 1984 Journal of Moral Education; Vol. 13 No. 3 p. 152-216, Oct, 1984.

Topics in this special journal issue are research suggesting television encourages higher behavior standards among children; processes British broadcasters use to decide what to show or not to show on television; the role of broadcasting in nonformal adult education; the influence of international television; and neglected issues regarding broadcasting ethics.

Houston, John P. "Kohlberg-Type Moral Instruction and Cheating Behavior." College Student Journal, Summer, 1983, Vol. 17, No. 2, pp. 196-204.

Examined whether moral behavior and moral thought can be affected by discussion of Kohlberg-type moral dilemmas. Students (N+96) engaged in one of three discussion situations and a free-recall task. Results supported Kohlberg's suggestions that moral behavior as well as thought can sometimes be taught.

Howe, Kenneth R. "A Conceptual Basis for Ethics in Teacher Education." Journal of Teacher Education, May-June, 1986, Vol. 37, No. 3, pp. 5-12.

Advocates an approach to ethics teaching that places critical reflection at the center of ethics inquiry. Three other approaches to ethics teaching (applied ethical theory, applied Kohlberg, and values clarification) are critiqued. Suggestions for curriculum design are offered.

Howe, Kenneth R. "Ethics for Teachers: A Synopsis of Needs, Goals, Teaching Methods, and Curricular Arrangements. Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

Interest in explicitly incorporating a consideration of ethical issues into teacher education is on the rise. A parallel development has been underway in the past decade and a half. Borrowing from the field of applied and

Howe, Kenneth R. (continued)

professional ethics generally, this paper addresses the four central issues of needs, goals, teaching methods, and curricular arrangements as they apply to ethics for teachers. Several anticipated misconceptions and sources of resistance are discussed, and suggestions are offered regarding the shape that ethics for teachers curricula should take.

Jong, Anthony and Heine, Carol Sue. "The Teaching of Ethics in the Dental Hygiene Curriculum." Journal of Dental Education, December, 1982, Vol. 46, No. 12, pp. 699-702.

All 159 dental hygiene programs responding to a survey include ethics in the curriculum, most as part of a larger course, or separately with jurisprudence. Great variation was found in teaching method and amount of time devoted to ethics. Respondents were satisfied with the curriculum, but questioned their competence to teach ethics.

Lealman, Brenda. "The Last Step of Reason?" Journal of Moral Education, May, 1983, Vol. 12, No. 2, pp. 104-10.

Judicial ethics, giving equal consideration to everyone's claims, are not a sufficient foundation for moral education. The key to moral growth, and thus to moral education, is not cognitive reversibility, but a pattern of acts of indirect communication which produce transforming images and vision. Religious education's contribution is discussed.

Martin, C. June. "The Case of the Lost Ethic: Making Moral Decisions." Journalism Educator, Spring 1988, Vol. 43, No. 1, pp. 11-14.

Discussion of the need to confront the group-think morality movement and suggests that courses in both applied ethics and ethical theory be offered to graduate and undergraduate journalism students.

Martinsons, Barbara, Ed. A Discourse on Ethics and the Corporate Workplace: Can Ethics Be Taught? Working Paper 2. City University of New York, N.Y. Center for Advanced Study in Education.; Corporate Council on the Liberal Arts, New York, NY. Corporate Council on the Liberal Arts, Working Papers Series, 33 West 42 Street, Box 765, New York, NY 10036 ($2.00). 40 p.; Transcripts from a seminar held by the Corporate Council on the Liberal Arts, in affiliation with the Center for Advanced Study in Education of the

Martinsons, Barbara, Ed. (continued)

Graduate School and University Center of the City University of New York (New York, NY, June 1987). For Working Paper 1, see HE 021 062.

This working paper is one in a series of policy statements on relationship between liberal education and careers in business; it covers a seminar discussing ethics and the teaching of morality. Papers given by seven professionals in the corporate and academic world are included. After an introduction to the seminar and a statement on corporate ethics by Frank Staton, (President Emeritus, CBS Inc. and chairman, Corporate Council on the Liberal Arts), other topics were covered: the importance of teaching values at the undergraduate level (John Chandler, President, Association of American Colleges), personal experiences teaching ethics (Joanne Ciulla, Visiting Scholar, The Wharton School of the University of Pennsylvania and author of "Honest Work"), The need for teaching ethics and obedience to the law in settings outside the classroom (Richard Manoff, President of Manoff International Inc., Director of the Thomas J. Lipton Company, and Chairman and CEO of Richard K. Manoff Inc.), personal obligation to ethical behavior (Ezra Bowen, Senior Writer, "Time Magazine"), description of the Ethics Resource Center in the District of Columbia (Gary Edwards, Executive Director, Ethics Resource Center), and how and where to teach ethics (J. Gregory Dees, Assistant Professor of Management, Yale University School of Organization and Management).

McCaleb, Joseph L. and Dean, Kevin W. "Ethics and Communication Education: Empowering Teachers." Communication Education, October, 1987, Vol. 36, No. 4, pp. 410-16.

Argues that communication education must cultivate in teachers the capacity to respond sensitively to teaching values. Defines the responsible teacher as one who: (1) understands structure of the discipline including the relationships among communication, ethics, and morality; (2) understands students' cognitive, social, and moral development; and (3) can model selection, analysis, integration, and applications of ethical issues.

Morrison, Harriet B. "Teacher Education for Moral Leadership. Paper presented at the American Educational Studies Association Meeting (Pittsburgh, PA, October 31, 1986).

With a renewed national emphasis on education, its teachers, and their influence, the moral aspect of teacher leadership has surfaced. It is logical to infer that teacher education, its programs, aims, and strategies would powerfully impact the kind or lack of moral leadership demonstrated by its graduates. To gain perspecitve, morality is defined and described. Education as a moral community and the teacher's role are considered. Autonomy as a conceptual theme is related to the rational, aesthetic, and affective aspects of teacher education and their impact on the development of morally aware and sensitive graduates. Twelve implications for teacher education are given.

Muresianu, John. "Toward a New Moral Hisotory." History Teacher, May, 1984, Vol. 17, No. 3, pp. 339-53.

Surveyed is the recent historiography of the moral dimensions of war, revolution, slavery, and cultural decline, showing gaps that need to be filled and pointing to pioneering works of moral history written mostly by nonhistorians. The outline of a new moral history is sketched and implications for higher education suggested.

Ozar, David T. and Hockenberry, Kathleen. "Professional Ethics in Dentistry: The PEDNET Bibliography." Journal of Dental Education, April, 1985, Vol. 49, No. 4, pp. 244-50.
A bibliography of 278 publications and articles concerning professional ethics in dentistry and dental hygiene, developed by the Professional Ethics in Dentistry Network, is presented.

Palmer, Stacy. "Bennett's View of Universities' Role in Society Scored by Presidents of Harvard and Stanford." Chronicle of Higher Education, May 27, 1987, Vol. 33, No. 37, pp. 17, 21.

Derek Bok took issue with Education Secretary Bennett's charge that few universities were educating students about morality. Donald Kennedy criticized the Secretary's understanding of the demands on universities to teach and also to conduct research.

Parker, Franklin. "Moral Education USA: Background and Trends." College Board Review, Fall 1985, No. 137, pp. 10-15, 30.

Ethical instruction in U.S. schools has had a circuitous history, but may be having a resurgence. Various trends and surveys are reported for both America and the U.S.S.R. Argues that if moral education and ethics courses have healing power, then they should be supported and nurtured.

Pekarsky, Daniel. "Moral Choice and Education." Journal of Moral Education, January, 1983, Vol. 12, No. 1, pp. 3-13.

Kohlberg's interpretation of moral choice is criticized. The alternative view proposed locates Kohlberg's conception of moral choice as a stage in a larger process of moral deliberation that has a progressive structure. How deficiencies of the Kohlberg approach can be remedied is suggested.

Perlman, Daniel H. "The Responsibility of Colleges and Universities for Building Ethical and Moral Character in Their Students. Paper presented at the Annual Meeting of the American Council on Education (65th, Minneapolis, MN, October 14, 1982).

The role of the college or university in facilitating the ethical and moral development of college students is addressed. The views of Kohlberg, Perry, and others who have studied ethical and moral development are briefly reviewed. These psychologists suggest that there is a hierarchy or continuum for the development of moral reasoning. Colleges and universities may also be viewed as representing a continuum, with some having an orthodox view of right and wrong, and others being more concerned about expanding the horizons of their students and providing them an opportunity to develop an ability to make reasoned ethical decisions. Higher education institutions see their roles and responsibilities for the ethical and moral development of their students in different ways depending on the institution's mission and character. To help students learn to raise questions and to examine moral issues, the faculty and administration may wish to take thoughtful and examined stands on moral and ethical issues and engage in open discussion and deliberation about difficult moral problems.

Quinn, Francis C. "The Ethics of Pharmacy Education." American Journal of Pharmaceutical Education, Winter, 1985, Vol. 49, No. 4, pp. 357-58.

Focuses on the pharmacy school and faculty's role in providing an ethical foundation for practicing pharmacists. The issues of professional socialization, burnout, the influence of pharmaceutical advertising, and regulation of health care are noted.

Redlich, Norman. "Law Schools as Institutional Teachers of Professional Responsibility." Journal of Legal Education, June, 1984, Vol. 34, No. 2, pp. 215-21.

Discusses the question of whether law schools should or can teach professional responsibility in an institutional sense - in the standards established and enforced for administrators, faculty, and students - or in a conscious collegial presentation of the subject itself.

Reed, Ronald D. "An Exercise in Research Ethics." American Biology Teacher, November-December, 1984, Vol. 46, No.8, pp. 457-59.

Describes a course in which students examined the social implications of biological research, discussed the individual's role in research and whether there is an honor code of science, and completed a simulation which involved private companies competing for a government research grant. Instructional strategies used with the exercises are considered.

Rentz, Kathryn C. and Debs, Mary Beth. "Language and Corporate Values: Teaching Ethics in Business Writing Courses." Journal of Business Communication, Summer 1987, Vol. 24, No. 3, pp. 37-48.

Argues that standard approaches to ethics in business writing do not adequately stress the inescapable power of language to perpetrate certain values. Claims that, as prospective writers within professions and organizations, students need to learn about this power in order to use and respond to it responsibly.

Rhodes, Frank H. T. "Cornell Chief's Call for Attention to Students' Intellectual and Moral Welfare." Chronicle of Higher Education, November 26, 1986, Vol. 33, No. 13, pp. 20-22.

Excerpts from Cornell University president Frank H. T. Rhodes' recent speech calling for a return to college curricula that enhances students' intellectual and moral well-being, provides more educational coherence and breadth, and embodies a philosophy of commitment are presented.

Rich, John Martin. "Emotions, Commitment and Moral Education - A Rejoinder to Gosling." Journal of Moral Education, October, 1985, Vol. 14, No. 3, pp. 170-72.

In an earlier article in this journal (Vol. 9, 1980), Rich argued that the emotions should have a more central place in moral education. David W. Gosling (Journal of Moral Education Vol. 13, 1984) claimed that these arguments cannot be sustained. Rich responds to Gosling's critique.

Rossum, Ralph A. "Government and Ethics: The Constitutional Foundation." Teaching Political Science, Spring, 1984, Vol. 11, No. 3, pp. 100-05.

Government and ethics teachers should educate students in the "wholesale sanity" of American democracy. In particular, they should (1) identify and defend the principles of the American constitutional order, (2) criticize government actions departing from these principles, and (3) seek means by which to correct for these departures.

Royce, R. J. "R. S. Peters and Moral Education, 2: Moral Education in Practice." Journal of Moral Education, January, 1984, Vol. 13, No. 1, pp. 9-16.

The writings of Peters on moral education span a period of about 20 years. Considered here are his recommendations, particularly in terms of practical assistance that can be derived from them for those interested in moral education.

Scafella, Jeanne S. "Blueprint for an Exciting Course in Journalism Ethics." Journalism Educator, Spring 1988, Vol. 43, No. 1, pp. 15-16.

Senior-level ethics course for journalism students at East Carolina university is described by presenting general themes for 12 of the 16-week course.

Sommers, Christina Hoff. "Ethics Without Virtue: Moral Education in America." American Scholar, Summer, 1984, Vol. 53, No. 3, pp. 381-89.

Recent trends and strategies in reforming moral education in higher education are traced and critiqued, including such approaches as values clarification, Kohlberg's moral development theory, and applied ethics. Traditional moral education is supported as the means to serving students best.

Surlin, Stuart H. "Value System Changes by Students as Result of Media Ethics Course." Journalism Quarterly, Sum-Fall 1987, Vol. 64, No. 2-3, pp. 564-68, 676.

Explores the values of mass communication students before and after formal training in mass media ethics. Study claims that students adopted mass media ethical attitudes which included a personal acceptance of democratic principles and a belief in equal rights for all.

Warren, John. "Handling Ethical Lapses Outside the Classroom." Journalism Educator, Spring 1988, Vol. 43, No. 1, pp. 16-18.

Seven scenarios of varying degrees of severity regarding ethical lapses by students outside of the classroom are described, together with responses.

Watras, Joseph. "Will Teaching Applied Ethics Improve Schools of Education?" Journal of Teacher Education, May-June, 1986, Vol. 37, No. 3, pp. 13-16.

Three approaches to improve the ethical behavior of teachers are examined by the author. While different strategies can be useful, the work of Martin Buber, the author feels, offers an approach which can reduce the distance between thought and action.